south dakota
DEPARTMENT OF EDUCATION
Learning. Leadership. Service.

Monthly Special Education Director Call

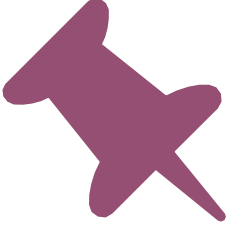Special Education Programs
December 15, 2020

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Happy Holidays

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Reminders:
1. This session is being recorded
2. Recording can be found at
https://doe.sd.gov/sped/directors.aspx
3. The handouts can be accessed in the lower right-hand corner
4. Please use the chat box if you have any questions
5. You are muted and can press *6 to ask a question

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Effective Practices

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Maintaining Screening and Progress Monitoring Practices in Virtual/Remote Settings

- Focuses on implementing screening and progress monitoring virtually. It includes guiding questions and considerations for implementation, video examples, and a sample sign-up sheet for screening and progress monitoring students virtually.

- https://intensiveintervention.org/resource/maintaining-screening-and-progress-monitoring-practices-virtual-settings

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December Behavior Tip

Dealing with Student Aggression in an Online Classroom

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Classroom Aggression Tips

1. Speak clearly to the student
2. Speak to the student 1:1
3. Remember where aggression comes from
    1. Disturbed family dynamics
    2. Poor relationships with other students
    3. Exposer to violence in the home
    4. Frustration with learning issues
4. Take a breath
5. Speak with parents
6. Document everything
7. Use the data
8. Have the student set personal goals
9. Be proactive
10. Be empathetic
11. Don't take the behavior personally
12. Set up signals
13. Make sure EVERYONE knows the BIP

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IEP Quality Website Tip of the Month

Benchmarks and Objectives

Benchmarks/Objectives are required for students who will be participating in the alternate assessment.

Developing benchmarks/objectives can be helpful for other students as well.

Benefits:
- Breaks down annual goals into smaller measurable units.
- Provides a way for the IEP team to think about how the target skills in the goals will be taught.
- Ensures there is a way to measure progress toward meeting the goal.

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IEP Quality Website Tip of the Month

Benchmarks and Objectives

iepQ
IEP Quality Project

How might I approach breaking my goal down into objectives?

- **Consider how you are going to teach the skill(s) in the goal.** Your instruction will guide how you approach writing the objectives.
- The same goal may have different objectives based on the best method of instruction for that student.

Objectives – measurable intermediate steps; break down the skill into discrete components

Benchmarks – major milestones; describe the amount of progress expected within specified segments of the year

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IEP Quality Website Tip of the Month

Benchmarks and Objectives

iepQ
IEP Quality Project

Consider this goal:

Given a list of 20 end of fourth-grade vocabulary words, *Jimmy will read aloud and correctly spell and write* **9 of 10 words selected by the teacher on three occasions.**

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IEP Quality Website Tip of the Month

Benchmarks and Objectives

iep**Q**
IEP Quality Project

Sample Objectives:

• Given a list of 20 end-of-fourth-grade vocabulary words, *Jimmy* ==*will read aloud*== **9 of 10 words selected by the teacher on three occasions.**

• Given a list of 20 end-of-fourth-grade vocabulary words, *Jimmy* ==*will correctly write*== **9 of 10 words selected by the teacher on three occasions.**

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IEP Quality Website Tip of the Month

Benchmarks and Objectives

iep**Q**
IEP Quality Project

Sample Benchmarks:

• Given a list of 20 end-of-fourth-grade vocabulary words, *Jimmy will read aloud and correctly write* ==**5 of 10 words**== *selected by the teacher on three occasions.*

• *Given a list of 20 end-of-fourth-grade vocabulary words, Jimmy will read aloud and correctly write* ==**7 of 10 words**== *selected by the teacher on three occasions.*

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IEP Quality Website Tip of the Month

Information at: https://sd.iepq.org

Email Brandi Gerry
Brandi.Gerry@state.sd.us
for access to IEPQ.

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Accountability

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Written Consent/Signature Required (May be obtained through electronic signature, see SD DOE Q&A 12 (b) for more details: doe.sd.gov/coronavirus/)
Parental Prior Written Notice Consent for Evaluation **ARSD 24:05:25:02.01 - Initial** **ARSD 24:05:25:06.01 - Re-evaluation**
Eligibility document for Specific Learning Disability **ARSD 24:05:25:13**
Consent to invite an outside agency **ARSD 24:05:25:16.01.03**
Excusing a required team member from attending the meeting **ARSD 24:05:27:01.05**
Initial consent for special education and related services. **ARSD 24:05:27:04.01**
Revocation of Consent for Special Education and Related Services **ARSD 24:05:13:01(8)(e)**

When is Written Consent Required?

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Agreement Required (Does not require signature but must be documented)
Extending the 25-school day timeline for completion of evaluations **ARSD 24:05:25:03 - Preplacement evaluation** **ARSD 24:05:25:06 - Reevaluation**
Amendment to the IEP without a meeting **ARSD 24:05:27:08.01** **ARSD 24:05:27:08.02**

When district can document?

This documentation must be completed but does not require parental written consent.

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Requires some type of documentation (Initials would be best practice)

Discussed and received a copy of the evaluation results.
ARSD 24:05:25:04.03

Annual copy of Parent/Guardian rights were reviewed and received.
ARSD 24:05:30:06.01

A copy of the IEP was provided to the parent/guardian
ARSD 24:05:25:19

Participated at the IEP meeting.
ARSD 24:05:27:01.01

Waiving the five calendar day notice on Parental Prior Written Notice
ARSD 24:05:30:04

Needs Documentation

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Special Education Data

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Child Count

REMINDERS

- **Due Dates**
  - Submit December 1st through January 15th
  - Final Certification February 5th

- **Informational & guidance documents regarding this data collection will be posted to the December Child Count webpage.**

http://www.doe.sd.gov/ofm/data-childcount.aspx

Contacts:
  - For questions about appropriate data submission – contact your SEP regional representative https://doe.sd.gov/sped/documents/0819-SPED-reps.pdf
  - For questions about how to enter data to Campus or extracting the data from Campus – contact Teri Jung, 773-8197
  - For questions about using the data submission program – contact either Susan Woodmansey, 773-4748 or Bobbi Leiferman, 773-5407

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Indicator 7

What the data is telling us…

Special Education Programs with the assistance of a few selected district early childhood and administration staff worked together analyzing Indicator 7 data to determine reasons Preschool Outcomes have been declining statewide.

Potential Solutions:

1. Consistency in the personnel administering the BDI to maintain reliability and validity.

2. Data Quality needs to improve
   a) Entering students into the BDI scoring platform
   b) Entering correct program notes
   c) Ensuring names and DOB are correct

3. Students in more inclusive programs have better outcomes

4. Students with more severe needs have lower scores

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Analyzing the Data

How to...

Student Teacher Accountability Reporting System (SD-STARS) - Login

🔒 **Login**

Special Education Director has/can have access to Indicator 7 reports in STARS.

All users have access to the data digs

Training Center

Special Education (SPED) Data Interpretation Guides (DIGs)

Three DIGs available for Indicator 7

▶ SP.008.00-X – Child Outcomes Summary Form Report DIG
▶ SP.012.00-A – Children with No Assignments Report DIG
▶ SP.013.00-A – Part B Indicator 7 Child List Report DIG

Analyzing the Data
Child Outcomes
How to cont' ...

Questions report will help answer for my district:
What are the results?
Are child outcomes improving or declining in my district?
Did my district meet the target summary?
Data years?

Results - By looking at the summary statement's percentages in this report, a user will be able to see how their district performed.

By changing the "school year" the district will be able to determine if the district is improving, maintaining, or slipping.

"Met Summary Statement 1" and "Met Summary Statement 2" the user will be able to determine if the district met their targets. "Yes" in green means the target was met. "No" in red means the target was not met.

Indicator 7 Preschool Outcomes reporting was automated through SD-STARS in 2018-2019.

Most of the data for this report comes from the BDI2 when the student enters and exits the Part B 619 Program, students 3 through 5 years. Students IDs come from Infinite Campus.

Example of Child Outcomes Summary

SP.008.00-X – Child Outcomes Summary Form

School Year: 2017-2018
District: Example District

	Positive Social Emotional Skills		Acquiring and Using Knowledge and Skills		Taking Appropriate Action to Meet Needs	
	# of Children	% of Children	# of Children	% of Children	# of Children	% of Children
a - Children who did not improve functioning	0	0.00%	0	0.00%	0	0.00%
b - Children who improved functioning but not sufficient to move nearer to functioning comparable to same age peers	0	0.00%	1	16.67%	1	16.67%
c - Children who improved functioning to a level nearer to same-aged peers but did not reach it	0	0.00%	0	0.00%	0	0.00%
d - Children who improved functioning to reach a level comparable to same-aged peers	0	0.00%	0	0.00%	2	33.33%
e - Children who maintained functioning at a level comparable to same-aged peers	6	100.00%	5	83.33%	3	50.00%
Total	6	100%	6	100%	6	100%

Summary Statements:
NA means not accountable for the summary statement

1. Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited.	NA	0.00%	66.67%
2. Percent of children who were functioning at a level comparable to same-aged peers by the time they exited.	100.00%	83.33%	83.33%
Target Summary Statement 1	79.25%	68.50%	71.10%
Target Summary Statement 2	84.25%	56.90%	72.60%
Met Summary Statement 1?	NA	No	No
Summary statement 1 calculation: (c+d)/(a+b+c+d)			
Met Summary Statement 2?	Yes	Yes	Yes
Summary statement 2 calculation: (d+e)/ a+b+c+d+e)			

In this model, at age-level is defined as the 10th percentile score.

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south dakota STARS | Student Teacher Accountability and Reporting System

Analyzing the Data Children with No Assignments

Questions report will help answer for my district:

Which children were not included in federal reporting for Preschool Outcomes?

Why wasn't a child included?

Children included in this report were not included in the federal reporting for the indicator 7 Preschool Outcomes reporting.

Children are not included for the following reasons:

a) Reason #1: When a program note is anything but an entry value "Part B Entry" and "Transition" the student is excluded. Program notes indicating "Part B Exit" qualify a BDI2 score as an exit.

b) Reason #2: Missing Entry or Exit Scores excludes the record from being reported.

c) Reason #3: Child is missing scores in some or all of the BDI2 test, the record is excluded from reporting.

Example of Children with No Assignments

Norm Type	First Test Date	Last Update Date	Program Note 1	Program Note 2	Adaptive DQScore	Pers Social DQScore	COMDQScore	Motor DQScore	COGDQScore
1	09/15/2017	09/15/2017		Part B Exit	0	0	88	0	0
2	01/15/2018	01/15/2018	0		89	101	83	104	77
2	04/06/2018	04/06/2018		Part B exit	100	124	98	95	95
1	04/11/2018	04/20/2018		Part B Exit	80	88	90	91	82
2	10/17/2017	10/23/2017	NA		0	0	0	0	0
1	10/25/2017	11/01/2017	NA		91	99	93	89	81
1	03/07/2018	04/06/2018		Part B Exit	58	70	69	75	62
1	11/07/2017	11/07/2017		0	102	91	108	104	105

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south dakota STARS | Student Teacher Accountability and Reporting System

Pre-School Section 619, SD Department of Education

Special Ed State Performance Plan, SD Department of Education

**Analyzing the Data
Part B Indicator 7 Child List**
How to...

Questions report will help answer for your district:
1. Which children were included in the Indicator 7 Preschool Outcomes reporting for my district?
2. How many students fell into the c and d categories and d and e categories?

This report provides a list of children who were included in the Indicator 7 Preschool Outcomes reporting. These students have accurate personal information, valid entry and exit scores and a complete evaluation.

Students who are categorized as a c and d in the outcomes help districts meet Summary Statement 1. Students who are categorized as a d and e in the outcomes help districts meet the targets for Summary Statement 2

a) The data comes directly from the BDI2. When possible, the report will include the Student ID from Infinite Campus.

b) Students are put into categories by comparing the student's BDI2 entry score to the student's exit score.

c) If a student is missed in reporting for the current year but has corrected/complete data the following year, the student will be included in the next year's reporting.

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Part B Indicator 7 Child List

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Indicator 7 Additional Tips

Reports

Special Education Programs can provide district detailed reports for school years:
   a) 2017-18 and 2018-19
   b) Send email to:
      Debra.Willert@state.sd.us

19-BDI-ExportRpt.pdf (sd.gov)

BDI Data Manger and Guidance

- Program Notes are very important upon entry and exit from the Part B 619
- Use the BDI-2 drop down box to ensure correct wording
- Run an Export Report to determine students that need to have information corrected
- Create an Early Childhood Desk Guide to help ensure consistency through staff and through change of staffing

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Indicator 11 and 12

2020-2021 data may be entered into Launchpad Indicator 11 and 12.

Special Ed State Performance Plan, SD Department of Education

Logon name and password will remain the same as the previous year.

Logon (sd.gov)

Forgotten logon and password for Indicator 11 and 12?

Contact Deb Willert
Debra.Willert@state.sd.us

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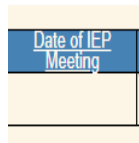| DO Report Students if:	DO NOT Report Students if:
• permission is received (*even if the student moves during the testing window OR testing couldn't be completed for some other reason*).	• it is a ***three-year*** re-evaluation for con eligibility.
• a student is evaluated by outside evaluators.	• a student is currently receiving special education services and now being eval to add related services.
• a student moves during the evaluation process.	• they are an initial referral for Birth to 3 services. (these are reported on Indica only)
• a student moves into your district from another district or state and requires additional evaluations to determine S.D. eligibility.	• a student moves from another district state and ***does not*** require additional evaluations to determine SD eligibility.
	• permission is not obtained.

Indicator 11 Students

Reporting Students

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DO Report Students if:	DO NOT Report Students if:
• a student received Part C services and is being evaluated to determine continued eligibility into Part B.	• it is an initial referral for Part C (B- 3) services NOT Part B.
• you receive permission to evaluate.	• it is an initial referral for Part B services for students age 3-21 **(student did not receive Part C B-3 Services).**
• a student whose birthday and/or eligibility meeting occurred between July 1st and June 30th of the reporting period. (Birthdates may fall outside of reporting period in some cases).	
• a student was evaluated by outside evaluators.	• a student moves from another district or state and does not require additional evaluations to determine S.D. eligibility.
• a student moves during the evaluation process.	• permission is not obtained
• a student moves into your district from another district or state who requires additional evaluations to determine S.D. eligibility.	

Indicator 12 Students

Reporting Students

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Date of IEP Meeting

Indicator 12

Points to remember:

1. Evaluation must be within 25 school days.

2. Eligibility meeting must be held prior to the student's third birthday.

3. If student qualifies to receive services, IEP must be written prior to student's third birthday.

Guidance for Children Transitioning from Part C to Part B (sd.gov)

• The LEA may evaluate a student 6 months prior to the student turning 3 for Part B eligibility. LEAs must then develop an IEP within 30 calendar days after the evaluation timeline ends. If the IEP is developed prior to the student's 3rd birthdate, services may not begin until the 3rd birthdate.

• NOTE: The BDI-2 must be given within 90 days of the student turning 3 for progress monitoring.

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Error Color	Indicator	Error	Fix
Red	11 or 12	• Field required • Invalid information	Enter all information Correct invalid information
Orange	11 or 12	• School days exceeds 25-day timeline	Check PPWN for permission to extend timeline Provide documentation of contact attempts to parents and reasons why it exceeded 25-days
	12	• Permission, evaluation, determination, and IEP written dates occur ON or AFTER child's 3rd birthday	Permission, evaluation, determination, and IEP written *MUST* occur PRIOR to child's 3rd birthday

Color Code for Entry Errors
Launchpad.pdf (sd.gov)

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Miscellaneous

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BDI-3 Kit/Subscriptions

New News!!

• Kits will be mailed out within the next month to Sped Directors.

• Virtual Administration and Scoring Training for spring is being planned!

Battelle
Developmental Inventory
3rd Edition™

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BDI-3 Kit/Subscriptions

• Districts receiving invoices for kits.

• Limit of 5 users per kit/subscription.

Battelle
Developmental Inventory
3rd Edition™

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High School Transition

- https://tslp.org

- On front page (in Updates)
  - YLF Applications (due Dec 18)
    - Application on website
  - Teacher Round Up information
    - Once a month
    - Recorded
    - Usually around a topic

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Congratulations Jaclyn Braa!

2020 South Dakota School Psychologist of the Year from Flandreau!

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**Congratulations
Ward Rumans!**

2020 School Psychologist
Early Career Award
winner from Sisseton!

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Special Education teacher
Recognized awarded the honor,
2020 Child Advocate of the Year!

**Congratulations
Paula McMahan!**

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Next SPED Director's Live Meeting

January 19, 2021

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